Inquiry-Based Literacy Standards (I)

Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.

ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4
1.1 Use a recursive process to develop,	1.1 Use a recursive process to	1.1 Use a recursive process to	1.1 Use a recursive process to
evaluate, and refine, questions to	develop, refine, and evaluate	develop, refine, and evaluate	develop, refine, and evaluate
broaden thinking on a specific idea	questions to broaden thinking on a	questions to broaden thinking on a	questions to broaden thinking on a
that directs inquiry for new learning	specific idea that directs inquiry	specific idea that directs inquiry	specific idea that directs inquiry
and deeper understanding.	for new learning and deeper	for new learning and deeper	for new learning and deeper
	understanding.	understanding.	understanding.

Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.

2.1 Analyze ideas and information from	2.1 Analyze ideas and information	2.1 Analyze ideas and information	2.1 Analyze ideas and information
text and multimedia by formulating	from text and multimedia by	from text and multimedia by	from text and multimedia by
questions, proposing interpretations	formulating questions, proposing	formulating questions, proposing	formulating questions, proposing
and explanations, and considering	interpretations and explanations,	interpretations and explanations,	interpretations and explanations,
alternative views and multiple	and considering alternative views	and considering alternative views	and considering alternative views
perspectives.	and multiple perspectives.	and multiple perspectives.	and multiple perspectives.

Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.

3.1 Develop a plan of action by using	3.1 Develop a plan of action by	3.1 Develop a plan of action by using	3.1 Develop a plan of action by using
appropriate discipline-specific	using appropriate discipline-	appropriate discipline-specific	appropriate discipline-specific
strategies.	specific strategies.	strategies.	strategies.
3.2 Examine historical, social, cultural,	3.2 Examine historical, social,	3.2 Examine historical, social,	3.2 Examine historical, social,
or political context to broaden	cultural, or political context to	cultural, or political context to	cultural, or political context to
inquiry and create questions.	broaden inquiry and create	broaden inquiry and create	broaden inquiry and create
	questions.	questions.	questions.
3.3 Gather information from a variety of	3.3 Gather information from a	3.3 Gather information from a variety	3.3 Gather information from a variety
primary and secondary sources and	variety of primary and secondary	of primary and secondary sources	of primary and secondary sources
evaluate for perspective, validity,	sources and evaluate for	and evaluate for perspective,	and evaluate for perspective,
and bias.	perspective, validity, and bias.	validity, and bias.	validity, and bias.



3.4 Organize and categorize important	3.4 Organize and categorize	3.4 Organize and categorize important	3.4 Organize and categorize important
information; synthesize relevant	important information; synthesize	information; synthesize relevant	information; synthesize relevant
ideas to build a deeper	relevant ideas to build a deeper	ideas to build a deeper	ideas to build a deeper
understanding; communicate new	understanding; communicate new	understanding; communicate new	understanding; communicate new
learning; identify implications for	learning; and identify	learning; and identify	learning; and identify implications
future inquiry.	implications for future inquiry.	implications for future inquiry.	for future inquiry.

Standard 4: Synthesize information to share learning and/or take action.

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4.1 Employ a critical stance to analyze	4.1 Employ a critical stance to	4.1 Employ a critical stance to	4.1 Employ a critical stance to
relationships and patterns of	analyze relationships and patterns	analyze relationships and patterns	analyze relationships and patterns
evidence to confirm conclusions.	of evidence to confirm	of evidence to confirm	of evidence to confirm
	conclusions.	conclusions.	conclusions.
4.2 Evaluate findings; address	4.2 Evaluate findings; address	4.2 Evaluate findings; address	4.2 Evaluate findings; address
conflicting information; identify	conflicting information; identify	conflicting information; identify	conflicting information; identify
misconceptions; and revise.	misconceptions; and revise.	misconceptions; and revise.	misconceptions; and revise.
4.3 Determine appropriate disciplinary	4.3 Determine appropriate	4.3 Determine appropriate	4.3 Determine appropriate
tools to communicate findings	disciplinary tools to communicate	disciplinary tools to communicate	disciplinary tools to communicate
and/or take informed action.	findings and/or take informed	findings and/or take informed	findings and/or take informed
	action.	action.	action.

Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.

5.1 Acknowledge and consider	5.1 Acknowledge and consider	5.1 Acknowledge and consider	5.1 Acknowledge and consider
individual and collective thinking;	individual and collective	individual and collective thinking;	individual and collective thinking;
use feedback to guide the inquiry	thinking; use feedback to guide	use feedback to guide the inquiry	use feedback to guide the inquiry
process.	the inquiry process.	process.	process.
5.2 Analyze and evaluate previous	5.2 Analyze and evaluate previous	5.2 Analyze and evaluate previous	5.2 Analyze and evaluate previous
assumptions; test claims; predict	assumptions; test claims; predict	assumptions; test claims; predict	assumptions; test claims; predict
outcomes; and justify results to	outcomes; and justify results to	outcomes; and justify results to	outcomes; and justify results to
guide future action.	guide future action.	guide future action.	guide future action.
5.3 Analyze the process to evaluate and	5.3 Analyze the process to evaluate	5.3 Analyze the process to evaluate	5.3 Analyze the process to evaluate
revise plan and strategies; address	and revise plan and strategies;	and revise plan and strategies;	and revise plan and strategies;
successes and misconceptions; and	address successes and	address successes and	address successes and
apply learning to future inquiry.	misconceptions; and apply	misconceptions; and apply	misconceptions; and apply
	learning to future inquiry.	learning to future inquiry.	learning to future inquiry.

